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ABSTRACT

Based on an analysis of problems in Missouri's distributive education programs, labor market needs, and a literature review, this report introduces three models developed for area vocational-technical schools. Basic guidelines are suggested for specialized and performance-based programs. The performance-based programs encompass the following areas: project/laboratory method, non-traditional cooperative methods, block-time programs, advisory councils, and school store. The proposal advocates that programs be based on documented employment need and student interest and be designed to offer practical experience, establish direct business ties, and serve area students. To meet a diversity of area school needs in preparing students in specific job competencies, three models are identified. The first model presented, the metropolitan, offers many specialized programs for communities of 120,000 or more. The intermediate model is designed to serve populations between 20,000 and 120,000 and although similar to the metropolitan, offers fewer programs and specialized areas. The final model discussed, the isolated model, applies to communities of less than 20,000 and offers individualized instruction but no specialized programs. Implementation guidelines are provided for the steering committee, area school staff, instructors, and program structure. Appendixes contain twenty-three occupational clusters, synthesis of program visitations, and the Kesterson Model plan. (CSS)

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FINAL REPORT

Development of a Model for Distributive Education in Area Vocational Technical Schools in Missouri

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INTRODUCTION

Missouri is one of the nation's leaders in the development of a statewide system of area schools and in the delivery of vocational education programs and services through area schools. The rationale for area school development has been the need for vocational education which cannot be offered by a single school system. Through the area schools a great variety of programs are offered for students from the schools in the surrounding area. These programs are those that cannot be efficiently and effectively offered and in fact are not offered in the individual schools.

Distributive Education programs have not been developed to reflect the area school concept. The Distributive Education programs in the area schools are not significantly different in design, curriculum, methodology or staffing from the programs in the individual schools. That this is recognized by students and administrators of the comprehensive schools is demonstrated by the fact that the vast majority of the Distributive Education enrollment in the area schools is from the home schools.

The demand and the need for preparation for distributive jobs has been sufficiently documented. What is needed are programs designed for the area schools which are unique to the area schools and provide vocational preparation which cannot efficiently and effectively be offered in the comprehensive schools. Examples of such programs could be specialized programs in food distribution, hardware and building materials retailing, general merchandise distribution and warehousing and wholesaling. Many other states, notably Ohio, Minnesota, and Florida, have taken the leadership in developing such programs.

THE PROBLEM IN MISSOURI

Most Distributive Education programs in Missouri's area schools operate for only one hour per day. This causes problems with transportation, tuition and time, as the other vocational programs operate for three hour blocks. The students are not able to ride the same bus as the rest of the vocational program enrollees because of the different schedules. Administrators are often not willing to pay the same amount for students in a one hour Distributive Education program as they are for students in vocational programs for a three hour block. When the students leave the area vocational school after one hour of class, they cannot get back to the home school in time for another class. This scheduling problem may delay graduation.

The cooperative work program and placement of students is another serious problem. Students from sending schools often live in a community with limited job opportunities. The coordinator must either place the students in the area school community and risk overloading the area with Distributive Education students or place the student in the home school area which presents problems of time and expense to make job visitations.

Because of these problems, the area vocational schools are presently serving only a small percentage of the students that they could potentially serve. The area schools in Missouri enrolled 1,711 students in Distributive Education during the 1977-78 school year. Of that number, only 175 were students from sending schools. Distributive Education programs are serving only students from the home schools and are not serving the students from the sending schools that they were designed to serve.

The number of workers needed in the 1980's for various distributive occupations is encouraging but overwhelming when viewed in the context of vocational

education. The Occupational Outlook Handbook recently reported that 13 million new workers for distribution would be needed by 1985. The number needed for replacement is 17 million for a grand total of 30 million people.

Distributive Education is the vocational program designed to train people for these occupations. It is currently growing at only approximately 10% per year. The program is in no way achieving its potential in terms of number of students trained.[1]

REVIEW OF RESEARCH AND LITERATURE

Need for Specialized Distributive Education Programs

In recent years many people connected with Distributive Education have expressed the belief that there is a definite need for specialized Distributive Education programs. The reason given is that today's Distributive Education students would best be served by programs that concentrate on one particular occupational area.

> This would provide a systematic basis for needed expansion of training opportunities and, more importantly, would target instruction to an occupationally realistic employment pattern. The concensus reached was to move away from the deductive analysis (general to particular) of the marketing community; and to organize distributive instructional programs inductively (the particular to general).[2]

> Marks identifies three options of a career-minded Distributive Education student:
>
> 1. Build on his experiences within one industrial classification such as food distribution.
> 2. Carry his experiences to another industrial classification.
> 3. Pursue in depth the development of a specialized competence in one or more functions such as buying, managing or selling.[3]

Due to these options, it is extremely important that Distributive Education students become familiar with every aspect of their occupation.

This is why the inductive approach is now being advocated strongly. Going from particular to the general provides, quite early, the information a student needs to continue in that occupation.

> To think that distributive education students will be satisfied or best served by only a broadly conceived general merchandising program would be to deny the existence of their earlier career-focused experiences. The Distributive Education student of the seventies is more mature of purpose, prepared to identify himself with goals and practices in different categories of marketing enterprises and serious about undertaking individually demanding studies in pursuit of their occupational objectives.[4]

An example of a specialized program is Toledo, Ohio's City-Wide Specialized Vocational Program. Their plan is to build eight vocational career centers throughout the city. Each facility is located adjacent to a high school and will have a career specialty for which it will be uniquely known. Students may attend any center regardless of where they live.[5]

The program offered in the centers will be divided into three clusters:

> Cluster 1 programs will be unique to one center. Students interested in training for the areas contained in Cluster 1 would travel to the center which has that unique cluster of specialized training.
>
> Cluster 2 programs will be found in one or more of the centers and will not necessarily be related to Cluster 1. Committees from the employment agencies, the high schools and citizen groups helped to determine the future employment needs for these career programs.
>
> Cluster 3 programs will be available in all of the centers. These programs have been identified as being the fundamental courses or in sufficient demand to warrant being offered in each center.[6]

Following are examples of the Cluster 1 programs Toledo offers:

1. Power Systems
2. Power and Its Transmission
3. Power and Its Control
4. International Trade and Management
5. Foreign Language Secretary
6. Hotel/Motel Management and Related Services
7. Computer Programming
8. Banking and Financing
9. Mass Merchandising

10. Supermarket Cashier
11. Real Estate and Insurance
12. Law Enforcement
13. Small Business Management
14. Computer Operator
15. Rate Clerk, Billing, Documentation Clerk[7]

Cluster 2 programs are designed to be offered in one or more schools and are not necessarily related to any Cluster 1 program. Examples of Cluster 2 programs are:

1. Advertising Services
2. Clerical Services
3. Consumer Electronics
4. Food Service
5. Home Furnishing Sales
6. Industrial Electronics
7. Intensive Business Co-op
8. Photography
9. Service Station Management[8]

Cluster 3 programs of study are offered in all the centers. They are:

1. Cooperative Office Education
2. Retail Merchandising (Distributive Education)
3. Occupational Work Experience
4. Occupational Work Adjustment
5. Data Accounting
6. Comprehensive Home Economics
7. Clerk-Steno[9]

The Project Methods

The project method is designed to give the student valuable work experience activities when the cooperative method is not available or suitable. Programs operated on an intensive block pattern will probably utilize the project method rather than the cooperative method.

Samson cites seven elements of a project. They are:

1. Descriptive Title. The name given to a project should provide some insight into what it is all about and also provide some stimulation to the student.

2. Objective or Purpose. The establishment of objectives would come through a teacher-student conference on needs and interest

of the student. This step must be done carefully for all that follows depends on the wisdom of the decision made in this planning conference.

3. Nature and Scope. Every project should have a preliminary statement that "sets the stage" or gives a rationale for the activity that is to follow.

4. Materials, Equipment and Resources. This element should contain rather special or unique items which may not be present or available for the student.

5. Pre-Project Preparation. There should be on the project document a statement of what readings, facts, competencies and supporting information the student should have before commencing the project.

6. Step by Step Description. It is this portion that gives the direction and guidance to the student. Through carefully planned step by step descriptions, appropriate check points for possible corrective information can be built into the project.

7. Evaluation. The project document should contain a provision for an explanation of the process to be used in evaluation... The teacher should make an analytical evaluation of the project completed by the student...The student should make his own evaluation on the degree of learning he felt he had recieved and satisfaction the learning has given him in light of his occupational goal.[10]

The information presented here is just an example of the interest and enthusiasm directed toward specialized Distributive Education programs. Perhaps Marks provides the best summary when she says:

> ... it is unrealistic for Distributive Education programs to continue the tradition of exploring general marketing concepts and functions ... To think that distributive education students will be satisfied or best served by only a broadly conceived general merchandising program would be to deny the existence of their earlier career-focused experiences.[11]

Today, a concerted effort is being made to expand Distributive Education offerings. The primary goal of this effort is to meet the varying vocational needs of an increasing segment of the American population who will enter or have entered the labor market in some job requiring marketing competencies.

A PROPOSAL FOR MISSOURI

Basic Principles

There are certain basic principles which should direct development of all Distributive Education programs in area vocational schools. These principles are as follows:

Documentation of Employment Need for Program

There must be a genuine labor market need for the program graduates. To determine anticipated employment opportunities, research should be done to provide information on:

1) Number of anticipated additional and replacement workers needed in the future for various occupations;

2) Locations in the state, region, or nation where trained persons are needed for the various occupations;

3) Any support data that can be obtained from business or industry people regarding their need for trained workers, planned employment of graduates, support of appropriate Distributive Education programs, and interest in employing students.

Documentation of Student Interest

There must be evidence of student interest. A program, its facilities and instructors, are useless if the students will not enroll. Information should be collected on:

1) students' career interests;

2) students' desire for further education;

3) students' perceptions of career requirements and opportunities in distributive occupations;

4) students' perceived relevance of the curricular offerings of the

school, including Distributive Education programs.[12]

Programs Designed to Serve the Employment Need of the Community

A major purpose of vocational programs is to serve the communities' employment needs. The programs must be selected and designed to prepare employees for the industries with the greatest demand and the greatest entry job and career potential for the students.

Realistic and Practical Experience

It has always been a principle of vocational education that students being prepared for an occupation in a particular industry must be given an opportunity to get practical experience working in a realistic situation. Theory is valuable but the student will not readily be able to relate it without a chance to put the newly acquired knowledge into practice in a real-world type setting.

Strong and Direct Ties With Business

Distributive Education instructors cannot possibly keep up-to-date on all new business trands nor be experts in all phases of marketing operations. They need to utilize resource people in the operation of the program. The business community can provide a multitude of critically needed assistance to the instructor.

Programs Must Serve Students From the Area

Too many times the area schools design their programs solely to meet the needs of the home school community. The area school concept was designed to serve all the sending schools as well as the home schools. Care must be taken not to eliminate sending school students because of scheduling or course offerings.

Basic Guidelines

Following are guidelines for the development of Distributive Education

programs in area vocational schools in order to implement the principles listed earlier.

Specialized Programs

In order to serve the needs of the community, specialized programs should be implemented whenever feasible.

Marketing is a diverse field as shown by the variety of instructional program codes identified with Distributive Education by the U.S. Office of Education. Not all of these program options would necessarily be appropriate for all area schools, for all areas of the state, or even for secondary level students. However, every area school with a sufficient critical mass of students and jobs should investigate the feasibility of a number of the following programs.

Advertising and Display Services
Automotive, Recreational and Agricultural Vehicles Accessories Marketing
Auto Parts Sales
Fashion Retailing
Finance and Credit Services
Floristry, Farm and Garden Supplies Marketing
Food Marketing
Food Services Marketing
General Merchandise Retailing
General Marketing
Hardware and Building Materials Marketing
Home Furnishings Marketing
Hotel, Motel and Lodging Services
Industrial and Institutional Marketing
Insurance
International Marketing
Personnel Services Marketing
Petroleum Marketing
Real Estate Marketing
Recreation Marketing
Transportation and Travel Marketing
Business Services Marketing
Business Ownership (Entrepreneurship)

Specialized programs are expected to elicit greater industry support than the traditional General Distributive Education programs in that business people are more interested in training people for their own industry than for marketing in general. The advisory council for a specialized program will consist of people from the same industry with common interests. This will make for a more cohesive advisory council.

Trade associations of the particular industries will also be more likely

to lend their support to a program designed specifically to serve their industry. They can provide resource speakers, facilities for training, instructional resources and information on trends in the industry.

The teachers in a specialized program will have a greater depth of knowledge than the traditional Distributive Education teacher does for the entire field of marketing. Traditionally, teachers have been expected to know a little about all the marketing areas--now they can be experts in one field. Since they will have only one area to teach, teachers will be better able to keep current on marketing trends.

Vocational education is designed to train students for an occupation. Distributive Education has many times failed to do that. It has been educating students about marketing, but has not prepared them for a specific occupation.

The new DECA competitive events are supportive of the specialized concept. They are now providing competition for students in one occupational area. These are in contrast to the former events where students competed in a general function area such as advertising or salesmanship.

Some concern has been expressed that a student may change his career goal and thus find it difficult to enter another occupational area. This will not be true in most cases. Since common competencies exist within each occupational cluster, a large number of skills, knowledges, and attitudes will be transferrable. For example, each occupational area will probably include advertising, sales, and human relations principles.

Even in the traditional general marketing programs, competencies are developed in relationship to a specific job. In salesmanship, students select specific products or services to sell. The teacher uses specific

examples to illustrate the marketing concept being presented.

Performance Based Programs

Too much of education has insufficient relationship to the real world. All instruction and all student activity must be directed toward the mastery of competencies which are significant to performance on the job. Upon completion of the program, students must be able to succeed on the job. This goal will be especially challenging in those programs where students are not employed in a marketing occupation in a cooperative program. The development of performance based programs will require that attention be given to the following areas.

1. Project/Laboratory Method

In lieu of the practical experience obtained by means of the traditional cooperative method, the project/laboratory method must be utilized to provide the practical experience. Project training combines classroom instruction with supervised and coordinated laboratory activities related to the distributive occupational area in which the student is preparing for employment. Project training, then, is comparable to cooperative training in that each provides the distinguishing participation experiences which makes Distributive Education vocational.

The point should be made, however, the project method is extremely difficult to implement. To be effective it must be well planned, with a curriculum designed specifically for the projects to be completed. Project training lends itself well to individualized study if the projects are directed to the students' career interests.

Project/laboratory method programs must feature realistically equipped

labs. The development of job skills is accomplished through the use of equipment and material which duplicates the employment environment as closely as possible. This requires a drastic change in the perceptions of most educators as to what constitutes an adequate distributive education laboratory. Of course the specific equipment needed will vary depending upon program goals.

2. Non-Traditional Cooperative Methods

It has been demonstrated that the traditional cooperative method will not function effectively in the area schools. However, non-traditional coop methods should be considered. One possibility is utilizing one full-time job for two students. One student works the first week while another is in class. The second week they exchange positions. Another possibility is students attending school for three quarters and working one quarter on a full-time basis. Yet another possibility is scheduling the cooperative experience during the summer.

3. Block-Time Programs

Due to the problems the area vocational schools are having with transportation, tuition and time, the programs must be designed as block-time programs in order to be compatible with the total operation of the area schools. Block-time merely means operating on a multi-hour period. For instance, most vocational programs operate on a three hour block basis. Since sending schools cannot afford to make an extra trip in order to pick up the Distributive Education students after a one hour class, it is more feasible to operate on a block-time basis.

When there is no cooperative work experience provided, the instructor should consider field based learning activities. An example might be arranging

for the students to take inventory for a store or doing a market research study for a company. They could also observe operations of a business for a period of time. These learning activities provide an opportunity for the students to gain some practical experience.

4. Advisory Councils

Advisory councils should be a part of every program. They are even more important in specialized project/lab method programs because the teacher will not have the daily contact with business people through coordination visits. The councils should be involved in the following activities:

1. Setting program standards
2. Establishing performance objectives for students
3. Student evaluation
4. Developing criteria for entry into program
5. Guest speakers/resource people
6. Selecting content
7. Graduate placement
8. Program evaluation
9. DECA activities
10. Provide materials for classroom use
11. Provide business setting for educational purposes

The membership for the council should be drawn from the area of industry the program is serving. It is anticipated that the council members will be enthusiastic about their involvement, because the program is designed to produce employees expressly for their industry. This is in contrast to the general distributive education program which potentially prepares students for any and all marketing jobs.

5. School Store

A school store can be implemented to give the students experience in general merchandise. It can provide very realistic learning activities for students. Because it provides such an abundance of marketing experiences,

the school store can be effectively used in almost any program preparing students for retailing occupations. It would be especially effective in the specialized area of Business Ownership (Entrepreneurship). The school store gives students an opportunity to experience most of the marketing activities one would normally encounter as a store owner/manager. The following guidelines are designed to help implement the school store concept and to bring realism into the operation.

(1) Job Description

Each position in the store should have a complete written job description. This is to ensure that the students know what each job entails. When there is a list of responsibilities for individual positions in the store, the students know what is expected of them.

(2) Training Guides

The students should each have a training guide to direct them through the learning process. The training guide can help the instructor organize his time in order to more fully serve the students. Many times steps of training are overlooked and/or passed by simply because time was not taken to develop a schedule for training.

(3) Job Rotation

There are many different responsibilities available through the school store. The students should be given an opportunity to experience all of them. There should be provisions made for students to rotate from one position to another.

(4) Realistic Conditions

The object of the school store is to give the students an opportunity to learn about the operations of a real business. This cannot be possible if the conditions within the school store are artificial. The element of "risk" should always be present. The store should pay rent and utilities, buy merchandise, advertise and deal with as many realistic liabilities as possible. In this way, the students can develop a more realistic concept of how a profit is earned. The merchandise selection should appeal to the existing market.

(5) Prime Location

The store should be located in an area which will take advantage of student/faculty traffic. In the past, school stores have often been located away from the traffic flow. In some situations, a downtown location should be considered. This creates a more realistic surrounding. The store no longer has the captive audience of the school, but now must compete with other businesses for customers.

(6) Promotion

The students should receive experience in the area of sales promotion. This experience should include display and advertising.

(7) Flexible Hours

The hours of operation should match customer preference. Many school stores are allowed to open only before school or during lunch. If the store hours match customer preferences, the stu-

dents will receive a more realistic picture of how a business operates in the real world.

The type of store chosen for the program will depend on the type of program. School store experiences should complement program objectives. Two options follow:

(1) Departmentalized Store

This type of store would be divided into departments, each with a staff of its own to organize and operate it. The students should be exposed to as many different marketing functions as possible.

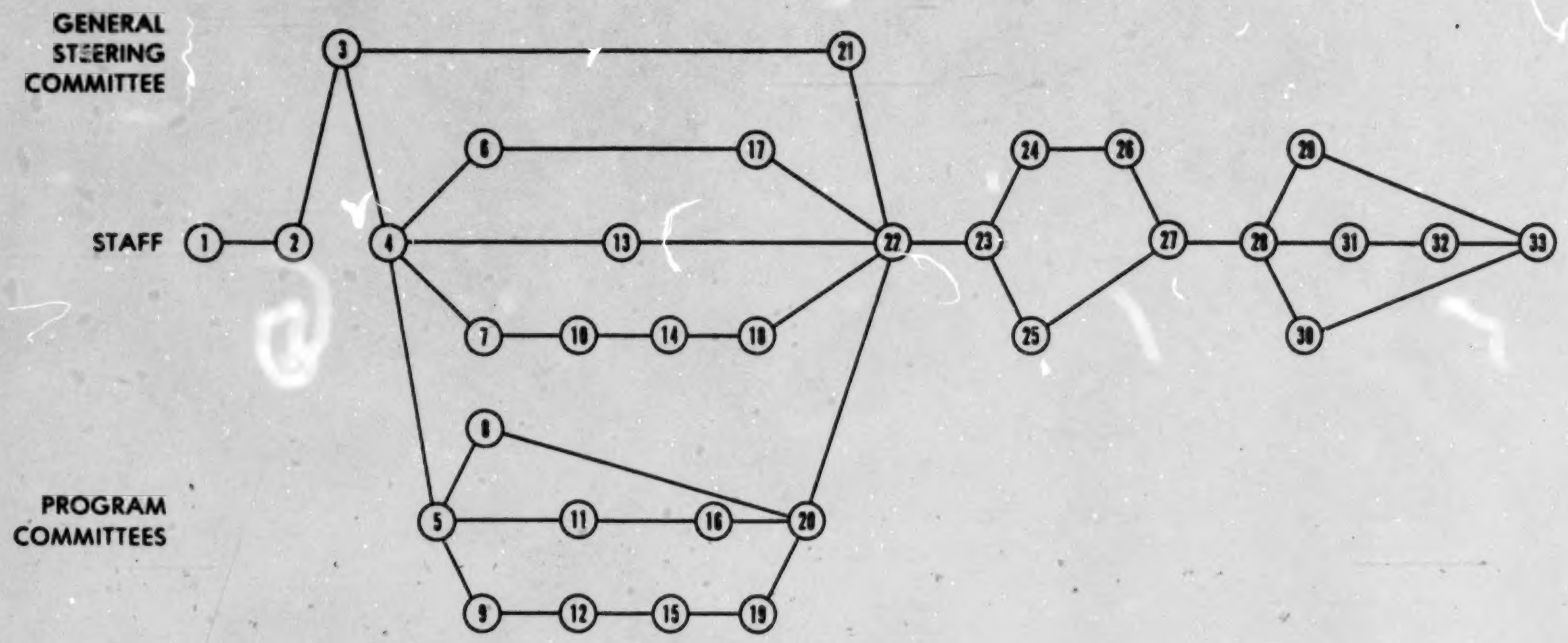
(2) Specialty Store

In some cases, a specialized program will justify a specialty store. An Auto Parts Sales program could support an auto parts shop. A Fashion Retailing program could open and operate a dress shop. A Floristry, Farm and Garden Supplies program could operate a nursery. There are several instances where a specialty store could provide better training for students.

Program Models

Because Missouri is such a diverse and varied state, no one model for Distributive Education is appropriate for the state as a whole. Three program models have been identified which encompass the needs of all Missouri's area schools. They are the metropolitan model, the intermediate model and the isolated model. The metropolitan model applies to communities with populations of 120,000 or more, the intermediate model will serve areas with populations between 20,000 and 120,000, and the isolated model applies to communities of less than 20,000 population.

PERT Network for Specialized Program Planning



VENTS

ACTIVITIES

1-2	Identify Potential Specialized Programs
2-3	Form General Steering Committee
3-4	Identify Most Appropriate Clusters to Investigate
3-21	Review Input from Program Steering Committees
4-5	Form Program Steering Committees
4-6	Gather Input from School Administrators and Counselors
4-7	Determine Student Interest
4-13	Assist in Determining Worker Traits
5-8	Develop List of Potential Employers
5-9	Develop Task Analysis
5-11	Advise on Teacher Qualifications
6-17	Develop Student Selection Criteria
7-10	Assist in Task Analysis
8-20	Priortize Potential Employers
9-12	Determine Worker Traits
10-14	Determine Broad Curriculum
11-16	Advise on Facilities, Equipment and Materials
12-15	Advise on Curriculum
13-22	List Equipment, Facilities and Material Needed
14-18	Develop Coop Guidelines
15-19	Advise on Program Structure
16-20	Suggest Student Selection Criteria
17-22	Determine Teacher Qualifications
18-22	Design Program Structure
19-20	Suggest Coop Guidelines
20-22	Submit Program Recommendations
21-22	Submit Recommendations
22-23	Hire Staff
23-24	Develop Curriculum
23-25	Arrange for Training of Teaching Staff
24-26	Order Facility Remodeling, Equipment and Materials
25-27	Select Students
26-27	Organize Program Components
27-28	Open Program
28-29	Develop Advisory Council
28-30	Work with Trade Associations to Promote Program
28-31	Work with Administrators, Counselors and Faculty to Promote Program
29-33	Utilize Input from Advisory Council
30-33	Attend Trade Show/Conference
31-32	Attend State Department D.E. In-service Training
32-33	Enroll in D.E. In-service Training
33-	Continue Program Operation

The Metropolitan Model

Because of the critical mass of students, available jobs and resources, vocational-technical schools in these areas can develop a number of specialized programs. It is not at all inconceivable that one school could offer ten, twelve, or more specialized programs with a staff of twice that many teachers. Specialized programs will generate greater interest and participation from business. Implementation guidelines follow.

1. Steering Committee Development. The first step in implementing the metropolitan model is to develop a comprehensive program steering committee. (1) This committee should consist of business people from the geographic area where the majority of the program graduates are expected to seek full-time employment.

   Each of the specialized program clusters should be represented by a committee member. There should be representatives from the Chamber of Commerce, Economic Development Committee, Department of Labor and any other community groups dealing with labor demand. There may be representatives from the sending school administration.

2. The Comprehensive Program Steering Committee Function. The function of this steering committee is to identify program clusters which need to be thoroughly investigated. (2) These program clusters will be selected from the list presented in this report. The committee will develop a priority list of specialized program clusters that are most likely to succeed in the community. They should develop a tentative plan for the implementation sequence of the programs.

   The steering committee will continue to meet periodically in an advisory capacity. They may serve as consultants to persons who serve on individual program steering committees.

3. Program Steering Committee Development. After specific occupational clusters, which are determined by the committee to have potential for the area, have been identified, a steering committee should be developed for each program area. (3) The committees should consist of nine to twelve people from the industry represented by the occupational cluster. A member of the area school staff should serve as a recorder and facilitator, but an industry member should serve as chairperson.

4. Program Steering Committee Responsibilities. Each occupational cluster will have a steering committee which will be involved in all of the tasks listed below.

   a. Determine if there is a real need for the program and if there would be jobs available for the program graduates. (4) This information should come from their own experience in their field and from surveying a sample of prospective employers. The survey can be in the form of a mailed questionnaire, personal visit, or telephone call.

      If the survey proves there is no need for the occupational cluster program, then it will be dropped from the list of possible options and the committee will be dissolved. If, however, there is a demonstrated need, the committee continues.

   b. Develop a comprehensive list of possible employers of graduates of their program. (6) This list will help determine where jobs are available and give insight as to where to look for resource people. It will also be used extensively in developing job place-

ments, both for cooperative experiences and full-time placement of graduates.

c. Complete a job task analysis. (8) The committee should develop a list of job tasks and competencies necessary for their occupational cluster. There are many possible sources for this information.

d. Determine worker traits necessary for employees of that industry. (10) There is already a partial list developed and published in the Dictionary of Occupational Titles. The committee can use this list for a starting point and modify it as needed.

e. Advise on instructor qualifications. (12) If the majority of the material to be covered is highly technical in nature it might be best to select instructors who have had experience in the field and instruct them in teaching methods. For many areas, however, a professionally prepared Distributive Education teacher would be very effective. The occupational cluster steering committees can be very helpful in recommending qualifications of instructors in their area.

f. Advise on development of curriculum. (14) Using the worker traits, inventory, task analysis, and their own expertise, the committee should help the instructors decide on the curriculum for the program.

g. Suggest necessary facilities and equipment. (18) Industry representatives will be able to realistically evaluate facilities and equipment needs. They may also be helpful in locating sources for obtaining the equipment.

h. Establish student selection criteria. (20) Each occupational cluster committee should be allowed to develop a list of selection criteria for student acceptance into the program. The final decision will, of course, be up to the program instructor.

i. Develop guidelines for cooperative work experiences. (22) Not all students will be involved in a cooperative work program. The committees should suggest some guidelines to follow as to which students will be involved in the cooperative program and under what conditions.

5. Area School Staff Planning Responsibility. Area school staff are responsible for development of the comprehensive program steering committee and the program steering committees. They are also responsible for coordinating all the activities of each committee.

A committee consisting of superintendents and/or principals and/or counselors from each sending school should be formed to assist in determining potential student interest. A survey dealing with student interest in areas under consideration should be taken. This survey will focus on sophomores and juniors enrolled in the sending schools. (5) A presentation describing the comprehensive program concept should be made to students. Presentations might be made in English or History classes. The students in these presentation groups should be given an opportunity to respond to the information delivered. Potential student interest for the programs could be assessed by generalizing from this student sample to the total student population.

Using the recommendations of the program steering committees, area school staff members should select the instructors. (25) They must provide instructors with necessary training or arrange for training of instructors who are not professionally prepared teachers. (27) The area school staff will be responsible for obtaining any equipment and resource material necessary for the programs. (28)

6. Instructors' Responsibilities. Once the instructors are hired, they will begin developing curriculum for their area using the worker traits and task analysis developed by the committees and materials suggested by the Distributive Education staff at the University of Missouri-Columbia and the State Department of Education staff. (30)

Once the planning is complete, the instructors must select students for their programs. They will also have to set up advisory councils. Members of the program steering committees could be selected as advisory council members.

7. Program Structure. There are several possibilities for the structure of a specialized program. Following are some possibilities:

a. The program could be either one or two years. A one-year program would be open to juniors and seniors with classes offered on a 3 hour block basis five days each week.

The two-year program would offer the first year to the juniors and the second year to the seniors. The class would meet during a 3 hour block, with one hour of general classroom instruction and two hours of planned activities in the laboratory dealing with skills and abilities needed for job entry in a specialized distributive occupation.

The senior class will concentrate on learning activities

related to their career objective. Using this option, the junior class could meet in the morning and the seniors meet in the afternoon or vice versa.

b. Each specialized area could be completely self-contained with students in the lab for three hours. However, some units of instruction might serve students from two or more specialized programs. For example, students from a Fashion Retailing program and students from a Food Marketing program might complete a human relations unit together.

The Intermediate Model

Because of the smaller size of the intermediate community, it cannot offer the entire range of specialized programs. Some specialized programs should be provided, however. Probably only three or four programs are feasible, serving those occupational areas which have sufficient employment opportunities. Examples might be programs in Fashion Retailing and Food Marketing.

This model would operate much the same way as the metropolitan model. The only major difference would be the number of programs and course offerings. Obviously, a smaller community would not have the industry to support the number of vocational programs that exist in the metropolitan area model. The school must conduct surveys to determine manpower needs.

The needs of this program will be the same as those of the metropolitan model, with the exception of the number of teachers. If, for example, there are only programs in Fashion Merchandising and Food Marketing, there would only be a need for two teachers. Implementation guidelines follow.

1. Steering Committee Development. The first step to implementing the comprehensive program concept in an area school is to develop a steering committee. (1) This committee should consist of business people

from the geographic area where the majority of the program graduates are expected to seek full-time employment.

On the committee, one person should represent each of the specialized program clusters. There should be a representative from the Chamber of Commerce, Economic Development Committee, Department of Labor and any other community groups dealing with labor demand. There could also be representatives from the sending school administration.

2. The Comprehensive Program Steering Committee Function. The function of this committee is to identify program clusters to be investigated further. (2) These program clusters will be selected from the list presented in the final report. Each occupational area is listed as in the Dictionary of Occupational Titles with some additions. The committee will list by priority which programs are most likely to succeed in the community. They should develop a tentative plan for the implementation sequence of the programs.

The comprehensive program steering committee will continue to meet periodically in an advisory capacity. They may serve as consultants to the members of the individual program steering committees.

3. Program Steering Committee Development. After specific occupational clusters, which are determined by the committee to have potential for the area, have been identified, steering committees should be developed for each program area. (3) For example, there should be a committee for Fashion Retailing, Food Service, Finance and Credit, etc. The committees should consist of nine to twelve people from the industry represented by the occupational cluster. A member of the area school staff should serve as a recorder and facilitator,

but an industry member should serve as chairperson.

4. Program Steering Committee Responsibilities. Each occupational cluster will have a steering committee which will be involved in all of the tasks listed below. There is going to be a great deal of activity going on simultaneously among the various committees, so there is a tremendous need for coordination by the staff. Here are the major activities to be performed.

   a. Determine if there is a real need for the program and if there would be jobs available for the program graduates. (4) This information should come from their own experience in their field and from surveying a sample of prospective employers. The survey can be in the form of a mailed questionnaire, or telephone calls to a random sample of employers.

      If the survey proves there is no need for the occupational cluster program, then it will be dropped from the list of possibilities and its committee dissolved. If, however, there is a demonstrated need, the committee begins the next task.

   b. Develop a comprehensive list of possible employers of graduates of their program. (6) This list will help determine where jobs are available and give insight as to where to look for resource people. It will also be used extensively in developing job placements, both for cooperative experiences and full-time placement of graduates.

   c. Complete a job task analysis. (8) The committee should develop a list of job tasks and competencies necessary for their occupational cluster. There are many possible sources for this information.

d. Determine worker traits necessary for employees of that industry. (10) There is already a partial list developed and published in the Dictionary of Occupational Titles. The committee can use this list for a starting point and modify it as needed.

e. Advise on instructor qualifications. (12) If the majority of the material to be covered is highly technical in nature, it might be best to select instructors who have had experience in the field and instruct them in teaching methods. For many areas, however, a professionally prepared Distributive Education teacher would be very effective. The occupational cluster committees can be very helpful in recommending qualifications for the instructors in their area. Often, whether to select a teacher from industry and train them in Distributive Education methodology or one professionally prepared in Distributive Education will depend upon the sophistication of the technology of the specialized program. For programs in an area of a very sophisticated technology it is almost mandatory to have a teacher with extensive experience in the industry. For other programs, the trained Distributive Education teacher is probably best, especially is the teacher is exposed to an in-depth experience in the industry through an internship.

f. Advise on development and selection of curriculum. (14) Using the worker traits, task analysis, and their own expertise, the committee should help the instructors decide on the curriculum for the program.

g. Suggest necessary facilities and equipment. (18) These people should be able to realistically determine the need for facilities and equipment needed. They may also be helpful in locating sources for obtaining the equipment.

h. Establish student selection criteria. (20) Each occupational cluster committee should be allowed to develop a list of selection criteria for student acceptance into the program. The final decision will, of course, be up to the instructor.

i. Develop guidelines for cooperative work experiences. (22) Not all students will be involved in a cooperative work program. The committees should suggest some guidelines to follow as to which students will be involved in the cooperative program and under what conditions.

5. The Area School Staff Responsibilities. Their first responsibility is to develop the comprehensive program steering committee and the program steering committees. They are also responsible for coordinating all the activities of each committee.

A committee consisting of superintendents and/or principals and/or counselors from each sending school should be formed to assist in determining potential student interest. A survey dealing with student interest in areas under consideration should be taken among sophomores and juniors in the sending schools. (5) A presentation of the comprehensive program concept should be made to this sample of students. Examples might be students in English or History classes. The students in these presentation groups should be given an opportunity to respond to the information delivered. Potential student interest for the

programs could be assessed by generalizing from this student sample to the total student population.

Using the recommendations of the program steering committees, area school staff members should select the instructors. (25) They must provide the necessary training or arrange for training of instructors who are not professionally prepared teachers. (27) The staff will be responsible for obtaining any equipment and resource material necessary for the programs. (28)

6. Instructors' Responsibilities. Once the instructors are hired, they will begin developing curriculum for their area using the worker traits and task analysis developed by the committees and materials suggested by the Distributive Education staff at the University of Missouri-Columbia and the State Department of Education staff. (30)

Once the planning is complete, the instructors must select students for their programs. They will also have to set up advisory councils. Members of the program steering committees could be selected as advisory council members.

7. Program Structure. In the metropolitan model, the sending schools are large enough to offer the general distributive education program, but cannot afford to offer the specialized programs. The intermediate model's sending schools many times are not large enough to offer even a general Distributive Education program, let alone specialized programs. Since the area school concept is to serve the needs of the sending schools, many area schools in the intermediate model will most likely have to offer a general Distributive Education program, as well as specialized programs.

Many students are undecided about which career they would like to pursue. The general program can help these students prepare for the general field of marketing. Some students will want training in an area not covered by the specialized programs. In the general program, they can get that training through individualized study.

The program model developed by Mr. Lester B. Kesterson, Missouri State Director, Cooperative, Industrial and Distributive Education, is designed to provide maximum flexibility for both the home shcool, the sending schools, and the students (Appendix B).

The Isolated Model

Specialized programs are probably not possible in this model. The best solution is a general Distributive Education program which provides for the specific career interests of all students through a combination of large group, small group and individual instruction. The most valuable instructional resources would most likely be the IDECC system, the PRIDE system, the DECA Merit Awards program, the New Missouri Curriculum, and individual study materials from Texas, Ohio and Missouri. The same principle of preparing the students in specific job competencies would hold true in this model as well as the other two. At least a two person teaching staff would be mandatory.

Even though there would not be enough student or community demand to warrant several specialized programs, the instruction should nevertheless be individualized to meet the needs of each student. The systems listed above could help make that possible. Guidelines for implementing the model follow.

1. Steering Committee Development. The first step to implementing the comprehensive concept in an area school is to develop a steering committee. This committee should consist of business people from the geographic area where the majority of the program graduates are

expected to seek full-time employment. There should be representation from the Chamber of Commerce, Economic Development Committee, Department of Labor and any other community groups dealing with labor demand. There could be representatives from the sending school administration.

2. Steering Committee Function. This committee will be responsible for the following functions:

a. Determine if there is a real need for the program and if there would be jobs available for the program graduates. (2) This information should come from their own experience in their field and from surveying a sample of the prospective employers. The survey can be in the form of a mailed questionnaire or it could be done via telephone calls.

If the survey proves there is no need for the Distributive Education program, then the committee will be dissolved. If, however, there is a demonstrated need, the committee begins the next task.

b. Develop a comprehensive list of possible employers of graduates of the program. (6) This list will help determine where jobs are available and give some insight as to where to look for resource people. It will also be used extensively in developing job placements, both for cooperative experiences and full-time placement of graduates.

c. Advise on instructor qualifications. (4) Since the program will be covering many distributive occupations, it will be necessary to have instructors who have been professionally prepared in Distributive Education. The steering committee can be very helpful in recommending qualifications for the instructors.

d. Advise on development and selection of curriculum. (7) Using their past experience in business, the committee should help the instructors decide on the curriculum for the program.

e. Suggest necessary facilities. (13) These people, being from industry, should be able to realistically evaluate facilities and equipment needs. They may also be helpful in locating sources for obtaining needed equipment.

f. Establish student selection criteria. (15) The steering committee should be allowed to develop a list of selection criteria for student acceptance into the program. The final decision will, of course, be up to the instructor.

g. Develop guidelines for cooperative work experiences. (17) Not all students will be involved in a cooperative work program. The committee should suggest some guidelines to follow as to which students will be involved in the cooperative program and under what conditions.

h. Advise on the school store. (11) The committee should help the staff and the new instructors make decisions on school store facilities, location, hours, merchandise, etc.

3. The Area School Staff Responsibilities. Their first responsibility is to develop the steering committee. (1) They are also responsible for coordinating all the activities of the committee.

A committee consisting of superintendents and/or principals and/or counselors from each sending school should be formed to assist in determining potential student interest. (5) A survey dealing with student interest in the comprehensive program concept should be pre-

sented to students from the sending schools. Students should be given an opportunity to respond to the information delivered. Potential student interest for the programs could be assessed by generalizing from this student sample to the total student population. If the employment potential is high and the student interest is low, the area school staff should consider methods to market the program to the students.

The staff should use the committee of principals and counselors from the sending schools to get their ideas on the feasibility of and the desire for the comprehensive program concept. (3)

Using the recommendations of the steering committees together with their own requirements, the staff should select the instructors. (20) They must provide the necessary training or arrange for training of instructors who are not professionally prepared teachers. (21) The staff will be responsible for obtaining any equipment and resource material necessary for the programs.

4. Instructors' Responsibilities. Once the instructors are hired, they will begin developing curriculum using the suggestions of the steering committee and materials suggested by the Distributive Education staff at the University of Missouri-Columbia and the State Department of Education staff. (22)

Once the planning is complete, the instructors must select students for their program. (24) They will also have to set up an advisory council. Members of the program steering committee could be kept as advisory council members.

5. The School Store. In the isolated model, specialized training will be

offered in terms of individualized study. One of the most effective methods of providing the students with practical experience is the school store. If the store has various departments, it more closely matches the varying needs of the students.

The instructors together with the steering committee should plan the school store. They should decide: 1) which merchandise to be carried, 2) when to be open, 3) where it will be located, 4) which tasks are to be performed by the students, 5) job titles of student employees, 6) "hiring" procedure for student employees, and 7) rotation prccedure of student employees.

6. The Program Structure. The isolated model is designed for communities that are too small to offer a variety of specialized programs. Since the area school concept is to serve the needs of the sending schools, the isolated model will need to feature a general distributive education program.

APPENDIX

APPENDIX A

Listing of Occupational Clusters and Corresponding Job Titles

ADVERTISING AND DISPLAY SERVICES

Organized subject matter and learning experiences related to planning, development, placement or installation, and evaluation tasks performed by marketing employees, including management personnel, indemand creation and sales promotion activities utilizing displays, merchandising aids, and mass media in various enterprises, such as advertising agencies, display houses, retail and wholesale establishments, production industries, and print and broadcast media.

Occupational Titles

Market-Research Analyst
Advertising Layout person
Copy writer
Advertising Production manager
Display manager
Time and space buyer
Advertising assistant
Direct-Mail Specialist
Advertising Manager
Advertising Director
Sample distributor
Interior-Display Person
Billposter
Display designer
Display technician
Traveling display attendant
Announcer
Sales promoter
Sign writer
Advertising analyst
Publicity director
Public relations manager
Press agent
Circulation clerk
Media buyer
Story board writer
Free-lance display person
Layout person
Display Designer
Advertising Agency Manager
Account Executive
Director, Merchandising Displays
Dealer Contact Person
Public Program Supervisor
Trading Stamps Salesperson
Radio & Television Time Salesperson
Art salesperson
Signs & Display salesperson
Advertising salesperson
Window trimmer
Model Dresser
Display Assembler
Illustrator
Display trimmer
Advertising solicitor
Proofreader
Display person
Demonstrator
Publicity agent
Publicity writer
Public relations person
Advertising display rotator
Classified ad taker
Yellow pages salesperson
Owner/Manager
Display assistant
Radio-TV Sales manager
Merchandising Display Director

AUTOMOTIVE, RECREATIONAL AND AGRICULTURAL VEHICLES ACCESSORIES MARKETING

Organized subject matter and learning experiences related to the various marketing functions and tasks performed by employees, including management personnel, in retail, wholesale, manufacturing, and service establishments concerned with cars, vans, trucks, mobile units, boats and other recreational vehicles, tractors and other farm vehicles and implements, as well as related parts, accessories and equipment.

Occupational Titles

Parts manager
Spare-parts field representative
Service Manager
Customer Service Representative
Automobile salesperson (New & Used)
Mobile home salesperson
Automobile accessories salesperson
Automobile appraiser
Car rental clerk
Recreational Vehicle salesperson
Automotive dealer
Parts house manager
Truck salesperson
Dispatcher, Car Rental
Vehicle Rental manager
Counterperson
Storage garage manager
Zone manager
Auto parts salesperson
Car locator
Farm Equipment salesperson
Farm Equipment dealer
Fleet salesperson
Manufacturer's representative
Distributor
Jobber
Car Care Center manager
Leasing manager
Farm equipment parts salesperson
Owner/Manager

AUTO PARTS SALES

Organized subject matter and learning experiences related to the various marketing functions and tasks performed by employees, including management personnel, in retail and wholesale establishments dealing in auto parts.

Occupational Titles

Parts Manager
Auto parts Salesperson
Parts house Manager
Farm equipment parts Salesperson

FASHION RETAILING

Organized subject matter and learning experiences related to the various marketing functions and tasks performed by employees, including management personnel, in retail, wholesale, and manufacturing establishments primarily engaged in marketing clothing of all kinds, including related articles for personal wear and adornment.

Occupational Titles

Fashion Coordinator
Section Manager
Sample Distributor
Gray goods buyer
Bridal consultant
Personal shopper
Salesperson:
- Footwear
- Men and Boy's Clothing
- Foundations
- Fashion Accessories
- Ladies Ready-to-wear
- Furs
- Infants' and childrens' wear
- Millinery
- Leather goods
- Textile designs
- Jewelry
- Shoe leather and findings

Buyer:
- Men and Boy's Clothing
- Footwear
- Foundations
- Fashion Accessories
- Ladies' Ready-to-wear
- Furs
- Infants' and childrens' wear
- Millinery
- Leather goods
- Textile designs
- Jewelry
- Shoe leather and findings

Counterperson
Comparison Shopper
Customer Service Clerk
Stockperson
Display Assistant
Wholesale Inventory Control Manager
Receiving Clerk
Assistant Fashion Coordinator
Area Manager
Assistant Store Manager
Floor Superintendent
Special Events Director
Jobber
Manufacturer Sales Representative
Wholesale Accounts Executive
Marketing Research Assistant
Sales Manager
Customer Services Manager
Division Manager
Owner/Manager

FINANCE AND CREDIT SERVICES

Organized subject matter and learning experiences related to the marketing functions and tasks performed by employees, including management personnel, in various institutions, such as commercial banks, savings and loan associations, credit agencies, credit unions, consumer finance, collection agencies, security and commodity brokerages, and in credit departments in retail, wholesale and manufacturing establishments.

Occupational Titles

Grain broker and market operator
Bank cashier
Reserve officer
Credit union supervisor
Brokerage clerk
Bank teller
Securities Salesperson
Investment and tax counseling
Trust officer
Collector
Account collector
Securities broker
Credit and Control manager
Credit interviewer
Credit bureau manager
Stock broker
Service salesperson
Commercial teller
Loan teller
Note teller
Receiving teller
Sales Aide
Telephone Collector
Margin Clerk
Assistant Cashier
Discount Manager
Broker's Floor Representative
Foreign-Exchange trader
Securities trader
Credit analyst
New-accounts teller
Sale-deposit clerk
Financial service salesperson
Loan officer
Repossessor
Investigator
Financial analyst
Customer service advisor
Credit clerk
Finance manager
Interest clerk
Mortgage broker
Collection teller
Drive-in teller
New-account clerk
Paying teller
Securities teller
Transit Clerk
Runner
Loan Clerk
Sales Manager
Savings Officer
Branch Manager

FLORISTRY, FARM AND GARDEN SUPPLIES MARKETING

Organized subject matter and learning experiences related to the various marketing functions and tasks performed by employees, including management personnel, in retail and wholesale establishments dealing with live plants, cut flowers, floral arrangements, artificial flowers and plants, garden supplies, equipment, and related items, and seed, fertilizers, and other supplies for farm production.

Occupational Titles

Salesperson:
- garden supplies
- garden equipment
- farm supplies
- feed and seed
- florist supplies
- flowers

Counterperson
Delivery person
Floral arranger
Floral trimmer
Floral Designer
Floral designer, wedding
Floral designer, special occasions
Floral designer, funerals
Floral wholesaler
Floral supplies wholesaler
Purchaser
Owner/Manager
Buyer:
- garden supplies
- garden equipment
- farm supplies
- feed and seed

Trimmer
Wholesale salesperson
Florist
Bow maker
Buyer
Manager, floral shop

FOOD MARKETING

Organized subject matter and learning experiences related to the various marketing functions and tasks performed by employees, including management personnel, in retail and wholesale establishments and in food processing and manufacturing firms primarily dealing with food products for home preparation and consumption or for commercial and institutional use in their places of food service.

Occupational Titles

Broker
Livestock commission person
Commissary person
Doughnut shop manager
Courtesy booth cashier
Checker, bakery products
Commission person, agricultural products
Livestock salesperson
Food products salesperson
Bagger
Manufacturer's sales representative
Jobber
Produce salesperson
Assistant store manager
Head cashier
Flour broker
Food products buyer
Owner/Manager
Stock Clerk
Receiving Clerk
Manufacturer's Sales Representative
Buyer
Purchasing Agent
Journer person
Groceryperson
Food salesperson
Buyer
Peddler
Route supervisor
Salesperson
Department Head, Supermarket
Cashier/Checker
Purchasing agent
Rach salesperson
Frozen food products, salesperson
Dairy products salesperson
Store manager
Warehouse manager
Food broker
Cattle buyer
Beverage Buyer
Agricultural Food Products salesperson
Route Salesperson
Wholesale Manager

FOOD SERVICES MARKETING

Organized subject matter and learning experiences related to the various marketing functions and tasks performed by employees, including management personnel, in establishments serving prepared food and beverages for consumption on their premises or at a place designated by a customer.

Occupational Titles

Manager:
- food concession
- catering
- liquor establishment
- restaurant or coffee shop

Food checker
Wine steward
Steward
Hostess
Waiter
Waitress
Salad person
Bus person
Cashier
Server
Caterer
Franchise Owner/Operator
Vending Service Owner/Operator
Dining Room Supervisor
Assistant Manager:
- Restaurant
- Fast Food

Food vending service salesperson
Restaurant equipment and supplies salesperson
Vending and coin machine salesperson
Lunch-Truck Driver
Coin-vending-machine collector
Host
Bartender
Maitre d'
Counterperson
Purchasing Steward
Food and beverage control manager
Owner/Manager
Fountain worker
Beverage person
Operations Manager

GENERAL MERCHANDISE RETAILING

Organized subject matter and learning experiences related to the various marketing functions and tasks performed by employees, including management personnel, in typically large retail stores engaged in merchandising a number of lines of merchandise, such as department stores, variety and general merchandise stores, and multi-line drug stores, where personnel are prepared to perform routine and complex tasks in relation to merchandising practices and concepts of mass merchandising rather than on in-depth knowledge of a single-line product or service and where occupational mobility therein involves multiple experiences in different marketing functions and merchandise lines and service areas.

Occupational Titles

Salesclerk:
  Retail, any type
  Wholesale, any type
Salesperson:
  Retail, any type
  Wholesale, any type
Cashier
Vending Machine Operator
Auctioneer
Head cashier
Outside Salesperson
Routeman
Door-to-Door salesperson
Copywriter
Illustrator
Layout person
Counterperson
Fashion Coordinator
Display Designer
Display Trimmer
Sign Writer
Assembler
Sales Promoter
Time and Space Buyer
Resident Buyer
Assittant Buyer
Comparison Shopper
Credit Clerk
Credit Investigator
Materials Handler
Marker
Inventory Control Clerk
Merchandise Detailer
Order Dispatcher
Packer
Route Dispatcher
Tracer
Research Surveyor
Telephone Interviewer
Coder
Survey Instrument Disigner
Consumer Relations Advisor
Bagger
Customer Service Advisor
Information Agent
Nursery Attendant
Wholesale Merchant
Rack Merchandiser
Territory Salesperson
Selling Agent
Sales Engineer
Traffic Manager
Merchandise Control Manager
Sales Service Supervisor
Floor Superintendent
Section Manager
Advertising Manager
Public Relations Director
Merchandising Manager
Shipping Supervisor

General Merchandise Retailing, Occupational Titles, cont'd.

Customer Service Manager
Store Manager
Proofreader
Sales Promoter
Display Person
Public Relations Representative
Sample Distributor
Fashion Model
Product Demonstrator
Buyer
Head Buyer
Merchandise Distributor
Charge Authorizer
Credit Interv iewer
Receiver
Checker
Stockperson
Merchandise Cataloguer
Shipper
Order Picker
Traffic Supervisor
Deliveryman
Interviewer
Tabulator
Market Analyst
Investigator
Catalog Salesperson
Customer Service Clerk
Giftwrapper
Layaway Clerk
Personal Shopper
Wholesale Distributor
Counterman
Commission Buyer
Purchasing Director
Warehouse Manager
Operations Manager
Department Manager
General Manager
Display Manager
Advertising Director
Promotion Director
Receiving Supervisor
Stockroom Manager
Credit Manager
Owner/Manager

GENERAL MARKETING

Organized subject matter and learning experiences concerned with the general application of marketing functions, principles, practices and procedures without particular emphasis to the kind of environment in which the marketing functions are performed or the kind of products or services involved. The basic knowledges, skills, and attitudes developed in this instructional program are applicable in a variety of industries.

Occupational Titles

Retailing

Salesclerk, Retail, any type
Salesperson, Retail, any type
Cashier
Service Station Attendant
Vending Machine Operator
Auctioneer
Counterperson
Head Cashier
Outside Salesperson
Routeman
Door-to-door Salesperson
Time-and-Space Buyer
Buyer
Resident Buyer
Head Buyer
Food Broker
Assistant Buyer
Merchandiser Distributor
Comparison Shopper
Charge Authorizer
Credit Clerk
Credit Interviewer
Credit Investigator
Receiver
Materials Handler
Checker
Marker
Stockperson
Inventory Control Clerk
Merchandise Cataloguer
Merchandise Retailer
Shipper
Order Dispatcher
Sales Promoter
Product Demonstrator
Copywriter
Illustrator
Layout Person
Proofreader
Fashion Coordinator
Sales Promoter
Display Designer
Display Person
Display Trimmer
Public Relations Representative
Sign Writer
Advertising Analyst
Assembler
Display Designer
Fashion Model
Sample Distributor
Interviewer
Research Surveyor
Tabulator
Telephone Interviewer
Market Analyst
Coder Investigator
Bridal Consultant
Catalog Salesperson
Consumer Relations Advisor
Customer Service Clerk
Bagger
Deliveryman
Custom Service Advisor
Giftwrapper
Information Agent

HARDWARE AND BUILDING MATERIALS MARKETING

Organized subject matter and learning experiences related to the various marketing functions and tasks performed by employees, including management personnel, in retail and wholesale establishments and in manufacturing firms primarily dealing with one or more of the following product lines: hardware, paint, wallcoverings, lumber, building materials, glass, electrical supplies, plumbing, heating and air conditioning equipment and other materials, supplies and equipment used by the general public and contractors.

Occupational Titles

Service Department Manager
Parts Counterperson
Parts Manager
Zone Manager
Shipping Clerk
Receiving Clerk
Warehouseperson
Contractor's Salesperson
Freight Handler
Order Gatherer
Purchasing Agent
Manufacturer's Sales Representative
Owner/Manager
Salesperson or buyer of:
- Building and Construction Equipment and Supplies
- Construction Machinery
- Hardware Supplies
- General Hardware
- Plumbing Equipment and Supplies
- Lumber
- Electrical Supplies and Equipment
- Heating Equipment
- Air Conditioning Equipment
- Glass

HOME FURNISHINGS MARKETING

Organized subject matter and learning experiences related to the various marketing functions and tasks performed by employees, including management personnel, in retail, wholesale and manufacturing establishments dealing with products primarily used for furnishing the home, such as furniture, electrical and gas appliances, floor coverings, draperies, and other specialized lines, such as lamps, chinaware and antiques.

Occupational Titles

Furniture Appraiser
Antique Dealer
Floor Covering Estimator
Drapery and Upholstery Estimator
Furniture Inspector
Manufacturer's Sales Representative
Salesperson or buyer of:
  Custom Draperies
  Second-Hand Furniture
  Floor Coverings
  Housefurnishings
  Curtains
  Furniture
  Stereo/Radio
  Gas or Electrical Appliances
  Radio and Television Parts
  Sewing Machines
  Radios and Televisions
Resident Buyer
Rental Agent
Display Assistant
Warehouse and Delivery Clerk
Furniture Displayer
Stockperson
Display Manager
Division Head
Stock Manager
Credit Manager
Department Manager
Shipping and Receiving Supervisor
Owner/Manager

HOTEL, MOTEL AND LODGING SERVICES

Organized subject matter and learning experiences related to the various marketing functions and tasks performed by employees, including management personnel, in establishments engaged in furnishing lodging and meals, convention facilities, camping facilities, and other accommodations on a year-round or seasonal basis to the general public and to special groups, such as an organization's membership.

Occupational Titles

Hotel/Motel Manager
Resident Manager
Front Office Manager
Traveling Manager
Convention Manager
Desk Clerk
Hotel Clerk
Information Clerk
Sales Representative
Sales Manager
Auditor
Cashier
Boarding House Manager
Bell Captain
Baggage Porter
Bellhop
Room Service Clerk
Night Auditor
Front Desk Manager
Guest Services Representative
Lodging Facilities Attendant
Doorman
Reservation Manager
Registration Manager
PBX Operator
Convention Coordinator
Innkeeper
Camping Facility Manager
Host/Hostess
Room Clerk
Account Sales Manager
Owner/Manager

INDUSTRIAL AND INSTITUTIONAL MARKETING

Organized subject matter and learning experiences related to the marketing functions and tasks performed by employees, including management personnel, in establishing market potentials by manufacturers for their industrial products, in the marketing of products to businesses, production industries, professional personnel and organizations, governmental agencies and institutions and in the purchasing of such products and supplies by these various businesses and institutions.

Occupational Titles

Branch Manager
Technical Service Manager
Sales Manager
Utility Sales and Service Manager
Industrial Relations Consultant
Business Services Salesperson
Printing Salesperson
Commission Broker
Marketing Research Interviewer
Marketing Research Surveyor
Market Analyst
Purchasing Agent
Buying Agent
Director of Purchasing
Fuel Buyer
Fuel Agent
Lease Buyer
Log Buyer
Oil-Lease Buyer
Purchase Analyst
Purchaser
Pulpwood Buyer
Timber Buyer
Promotion Manager
Cargo Router
Traffic Manager
Branch Manager
Demonstrator
Dealer Relations Representative
Salesperson or Buyer of:
- Cordage
- Office Machines and Equipment
- School Equipment and Supplies
- Commercial Equipment and Supplies
- Dental and Medical Equipment and Supplies
- Surgical Appliances
- Veterinarian Supplies
- Precision Instruments
- Engineering Supplies
- Containers
- Religious Supplies
- Printing
- Canvas Products
- Paper and Paper Products
- Chemicals and Drugs
- Plastic Products
- Rubber Goods
- Abrasives
- Foundry and Machine Shop Products
- Metals
- Machinery
- Lubricating Equipment
- Safety Equipment
- Textile Machinery
- Welding Equipment
- Communication Equipment
- Printing Supplies
- Bottles and Bottling

INSURANCE

Organized subject matter and learning experiences related to the marketing functions and tasks performed by employees, agents or independent brokers, including management personnel, engaged in the sale or placement of insurance contracts with carriers.

Occupational Titles

Underwriter
Claims Adjuster
Claims Examiner
Estate Planner
Insurance Broker
Insurance Checker
Insurance Collector
Insurance Inspector
Insurance Agent
Claims Analyst
Policy writer
Estate Planning and Insurance Manager
Special Agent
Hospital Insurance Representative
Insurance Manager
Insurance Office Manager
Investigator
Placer
Life underwriter
Insurance Salesperson
Solicitor
Field Underwriter
Pension Manager
Accident Investigator
Claims Approver
Compensation Adjuster
Fire Adjuster
Insurance Adjuster
Salvage Determiner
Bond Underwriter
Compensation Agent
Contact Person
Debit Agent
Field Representative
Group Insurance Specialist
Home Office Representative
Insurance Adviser
Insurance Consultant
Insurance Solicitor
Pension Advisor
Pension Agent
Pension Consultant
Sales Agent
Service Representative
Sales Manager

INTERNATIONAL MARKETING

Organized subject matter and learning experiences related to the marketing functions and tasks performed by employees, including management personnel, in various business and industrial establishments engaged partially or totally in export/import trade and buying and selling in international markets. This instructional program includes elements of foreign trade which influence international marketing operations, such as trade controls, foreign operations, monetary proglems and foreign public relations.

Occupational Titles

Export Manager
Import Manager
Import-Export Agent
Custome House Broker
Trader
Buyer
Purchasing Agent
Export Traffic Manager
Customs Clearance Specialist
Manufacturers' Sales Representative
Contracts Manager
Purchasing Manager
Customs-House Broker
Foreign Trade Consultant
Importer
Exporter
Foreign Agent
Foreign Salesperson
Foreign Buyer
Foreign Clerk
Foreign Collection Clerk
Foreign Exchange Clerk
Foreign Exchange Trader
Freight Agent
Departmental Clerk
Import-Export Clerk
Order Clerk
Stock Clerk
Shipping Clerk
Receiving Clerk
Documentation Clerk

PERSONNEL SERVICES MARKETING

Organized subject matter and learning experiences related to the various marketing functions and tasks performed by employees, including management personnel, in consumer service establishments, such as shoe repair shops, funeral homes, laundries and dry cleaning establishments, photographic studios, dance and art studios, barber/styling shops, beauty shops, gymnasiums, home maintenance and security firms, pet care shops, rental businesses other than vehicle, and protection agencies. Generally, these services are concerned with the well-being of a person or the care of his/her property. Emphasis is placed on the marketing activities involved in providing a personal service and not on the development of manual or technical skills that are used to perform a particular service or task for which a special license may be required.

Occupational Titles

Laundry Superintendent
Counter Attendant
Branch Store Manager
Dry Cleaning Supervisor
Deliveryman
Groomer
Pet Walker
Pet Assistant
Trainer
Kennel Operator
Bodyguard
Security Agent
Packer
Leasing Agent
Rental Clerk
Leaseman
Rental Agent
Meter Checker
Meter Reader
Manager:
  Beauty Shop
  Photography Studio
  Barber Shop
Cemetery Manager
Cemetery Director
Funeral Attendant
Funeral Director
Memorial Agent
Field Representative
Shoe Repair Counterperson
Photographic Studio Salesperson
Dance and Art Studio Salesperson
Pet Care Shop Salesperson
Kennel Manager

PETROLEUM MARKETING

Organized subject matter and learning experiences related to the various marketing functions and tasks performed by employees, including management personnel, in retail and wholesale establishments engaged in the distribution of petroleum products.

Occupational Titles

Service Station Attendant
Field Representative
Service Station Manager
Bulk Plant Manager
Leasing Manager
Oil Dispatcher
Marketer
Jobber
Distributor
Contracts Manager
Leasing Manager
Leaseman
Permit Agent
Oil Field Supplies and Equipment Salesperson
Fuel Agent
Fuel Buyer
Oil Agent
Oil-lease Buyer
Purchasing Agent
Marketing Manager
Promotion Manager
Sales Representative
Counterperson
Owner/Manager

REAL ESTATE MARKETING

Organized subject matter and learning experiences related to the marketing functions and tasks performed by personnel who act for themselves or as agents for others in real estate brokerages or other firms engaged in buying, selling, appraising, renting, managing and leasing of real property.

Occupational Titles

Real Estate Officer
Right-or-way Buyer
Agent
Broker
Cemetery Counselor
Dealer
Land Agent
Memorial Advisor
Memorial Counselor
Real Estate Agent
Real Estate Broker
Real Estate Salesperson
Realtor
Rental Agent
Renting Agent
Appraiser
Bank Appraiser
Evaluator
House Evaluator
Land Appraiser
Licensed Appraiser
Property Appraiser
Industrial Development Manager
Property Rental Agent
Rental Department Manager
Building Superintendent
Right-of-way Agent
Building Consultant
Zoning Commissioner
Property Evaluator
Real Estate Evaluator
Real Estate Appraiser
Apartment Manager
Property Manager
Condominium Manager
Escrow Agent
Escrow Officer
Loan Closer
Title Searcher
Land Records Manager
Landperson
Land Speculator
Lease Buyer
Leaseholder
Mortgage Broker
Developer
Assessor
Housing Management Officer
Property Utilization
Property Officer
Rent Control Investigator
Franchise Promotion Manager
Housing Project Manager
Market Master
Business Broker
Real-Estate Location Writer
Resident Manager

RECREATION MARKETING

Organized subject matter and learning experiences related to the various marketing functions and tasks performed by employees, including management personnel, in establishments primarily engaged in providing amusement, recreation, entertainment, sporting, or sightseeing services on a payment of a fee or admission charge, including sporting and recreational facilities other than resort accommodations, or in retail or wholesale establishments marketing recreational supplies and equipment, such as sporting goods.

Occupational Titles

Advance Man
Attraction Guide
Booking Agent
Business Manager
Caddy
Caddy Master
Caller
Cashier
Checker
Concession Attendant
Golf/Country Club Manager
Program Seller
Prop Man
Golf Club Manager
Hobby Shop Manager
Outside Sales Representative
Reservation Agent
Racetrack Steward
Recreation Director
Recreation Supervisor
Recreation Superintendent
Ride Operator
Social Activities Director
Talent Scout
Theatrical Agent
Ticket Seller
Ticket Conductor
Publicity Agent

Salesperson or buyer of:
- Hobbies and Crafts
- Amusement and Sporting Goods
- Photographic Equipment
- Musical Instruments
- Piano and Organs
- Sheet Music
- Novelties
- Publications
- Books

TRANSPORTATION AND TRAVEL MARKETING

Organized subject matter and learning experiences related to the physical movement of people, personal effects and products and the marketing functions and tasks performed by employees, including management personnel, in enterprises engaged in passenger and freight transportation, travel services, warehousing and other services incidental to transportation, travel or tourism.

Occupational Titles

Airline Attendant
Cargo Agent
Flight Control Specialist
Flight Superintendent
Airline Dispatcher
Waterway Traffic Checker
Dock Boss
Longshoreman
Importing Clerk
Export Manager
Baggagemaster
Purser
Steward
Motor Dispatcher
Routeman
Rate Clerk
Bus Tracer
Claims Adviser
Taxicab Driver
Baggageperson
Limousine Driver
Router
Conductor
Stationmaster
Porter
Pumping Station Operator
Dealer
Recruiter
Field Supervisor
Water Dispatcher
Watermaster
Transportation Coordinator
Terminal Manager
Group Tour Sales Manager
Travel Counselor
Ticket Agent
Tourist Director
Reservation Agent
Ground Hostess
Traffic Clerk
Claims Agent
Rate Analyst
Rate and Service Manager
Customer Service Representative
Traffic Coordinator
Operations Manager
Inventory Control Clerk
Transportation Manager
Manager, Intermodel Operations

BUSINESS SERVICES MARKETING

Organized subject matter and learning experiences related to the marketing functions and tasks performed by employees, including management personnel, im firms primarily engaged in providing services, not elsewhere classified, to business establishments on a fee or contract basis, such as sales, buying, marketing research, management and consulting services, protective services, public relations, financial services, building maintenance, employment services and equipmental rental and leasing.

Occupational Titles

Owner/Manager
Auctioneer
Business Broker
Distributor
Liquidator
Pioneer Salesperson
Professional Demonstrator
Assembler
Broker
Buyer
Distributor
Telephone Surveyor
Personnel Management Consultant
Time-and-Motion Consultant
Sales Consultant
Bodyguard
Employment Agency Manager
Importer
Jobber
Resident Buyer
Analyst
Coder
Director
Economist
Evaluator
Interviewer
Marketing Research Specialist
Research Supervisor
Tabulator
Employee Motivation Consultant
Store Security Designer
Building Maintenance Contractor

BUSINESS OWNERSHIP (ENTREPRENEURSHIP)

Organized subject matter and learning experiences related to the marketing functions and tasks, with particular emphasis on financing and management, performed by persons who undertake the formation and operation of an enterprise, including franchise operations, for the purpose of marketing a product line or service, and assume the social and legal responsibilities and the risks involved in the conduct of an enterprise.

Occupational Titles

The managing owner, partner or shareholder of any business.

APPENDIX B

SYNTHESIS OF VISITATIONS

Programs Visited

Montevideo, Minnesota

Their program has a model store which is open to the public two weeks out of the year. It contains four departments--ladies wear, mens wear, hardware and gifts. There are 96 students enrolled in this program.

Wells, Minnesota

This program features a model store which is not open to the public. It consists of grocery, mens wear, ladies wear and hardware areas. There are 32 students enrolled.

Granite Falls, Minnesota

This program features a model store which is always open to the public. The store is not departmentalized. This program is currently serving 22 persons.

Appleton, Minnesota

This program features a model store which is open two weeks out of the year. There are 48 people enrolled.

Pennales County - St. Petersburg, Florida

This program is a specialized program with four areas. They are: Fashion Merchandising, Retail Merchandising, Hotel/Motel Management and Auto Parts Sales and Management. Approximately 70 people are served by this program.

Live Oaks - Scarlett in Cincinnati, Ohio

Two schools participate in the Great Oaks Joint Vocational School District. It offers courses in Automotive Products Merchandising, Business Management and Operation, Chef Training, Commercial Baking and Pastry Production, Distributive Education, Food Merchandising, Food Service, Meat Processing, Specialty Department Store Merchandise and Textile Services. There are 325 students

enrolled in Distributive Education on four campuses.

Program Documentation

Only two programs had actually completed any kind of study to determine the need for the program. Pennales County conducted a study to determine the employment possibilities for graduates. Appleton conducted a student interest survey before beginning the program.

In scarlett and Life Oaks, programs were implemented upon the recommendations of advisory council members with Ohio Bureau of Employment projections also used; local educational planning and input came from an Interest Survey. In both schools there was little evidence of documentation for certain programs. Several programs were not operating due to lack of student interest.

Cooperative Method

Tnree of the five programs visited utilize the cooperative method for the seniors. Granite Falls insists that students work in the home school community. One person at this school has no other responsibility than coordination. The other schools expressed no problems in the area of coordination. There are very few sending school students enrolled.

The cooperative method is utilized with the senior students in the Scarlett and Live Oaks programs. There are unlimited placement possibilities.

Curriculum

An instructor at Montevideo has developed a partial curriculum for the model store. The specialized programs were using IDECC materials modified to suit their situation, reference materials and personal experience to develop competencies. The other schools were using primarily textbook materials.

The curriculum in the Live Oaks and Scarlett area is composed of: IDECC; Human Relations and Mathematics; Retailing Principles and Practices; the OMPM

Series; Gregg Occupational Manuals and Projects in Marketing; and Small Business Management materials developed by Delamr Publishers.

Program Design and Structure

Montevideo

A two year program. Juniors - Distributive Education I (Model Store) 2 hrs.

Seniors - Distributive Education II (Prerequisite Distributive Education I) 1 hrs.

Wells

A one year program. Juniors and seniors take two hours of the model store.

Pennales County

A one year program. The students work at their own pace. The courses generally take from nine months to one year. The majority of the students are post-secondary. The secondary students are bussed in for two and one half hour blocks.

Live Oaks and Scarlett

A typical day for the student is as follows:

1st-2nd Period: Related Class - students receive instruction in technical subjects, theories, etc., that apply to their specific programs.

3rd Period: Academic - English during the junior year and Social Studies during the senior year.

4th-8th Period: Laboratory - this class involves students in actual work experience that is needed to perform on the job.

Senior students are in Distributive Education related classes from 8:30 to 10:15; they have co-op lecture for 45 minutes on their academic course; they are then dismissed for work.

Special Facilities

Each model store program had a small mock store set up. Equipment included: sign press, cash register, video tape equipment, display fixtures, calculators, adding machines and a time clock.

The specialized program had a Botique for the Fashion Merchandising area. It included mannequins, cash registers, shelves, display case, etc. The Retail Merchandising program had grocery shelves with mock merchandise, cash registers and grocery conveyor belt counters.

DECA Chapter

Three of the programs have a fairly active DECA chapter. The Wells program had a chapter but its only activity was competitive events. The Pennales County program emphasizes post-secondary education and therefore serves older students. In Scarlett and Live Oaks there is a DECA chapter for each individual program. There are also Junior Recognition Banquets and a Senior Employer Banquet.

Instructors

Montevideo

Two teachers. One teacher Distributive Education II and has a B.S. in Distributive Education and some experience working in a department store. The other teacher is responsible for the Model Store only and has no degree. She attended a Vocational Institute on the post-secondary level for two years. She is presently working on her B.S. in Education.

Wells

One instructor. This person has a B.S. in Education and six years experience in business.

Pennales County

Three instructors. The Fashion Merchandising teacher has a B.S. in Education and an M.S., but no experience. The Retail Merchandising teacher

has a B.S. in Education and an M.S., with some experience in business. The Hotel/Motel teacher has no degree, but he had worked in the field for many years.

Granite Falls

Two instructors. They both have B.S. degrees in Education and work experience. One teacher provides the classroom instruction and the other coordinates.

Appleton

One instructor. He has a B.S. in Distributive Education and 6,000 hours of work experience.

Scarlett and Live Oaks

Most programs have a junior and senior instructor for each program. The program requires 5 years experience without a degree, and instructors must pick up 45 hours within 3 years. Instructors with degrees are encouraged to update their business experience periodically. Scarlett has 85 vocational teachers and 15 academic teachers. It has 2 full-time special resource staff members. Live Oaks has 48 vocational teachers, 8 academic instructors and 2 full-time special resource people.

Advisory Council

Each program had an advisory council but none were very active. The most frequent meetings were three times per year. The councils were used primarily for curriculum revision.

In Scarlett and Live Oaks, the advisory council is active in working with students' placement, often serving as guest speakers and providing input into curriculum changes and in new offerings in curriculum. Members are selected by supervisors and teachers who work together to choose them state-wide. Various backgrounds are represented as much as possible. The Board of Education approves members for the councils. When a member moves

he must submit a letter of resignation. Community involvement is encouraged with parent nights, open house, appearances before civic groups and school groups included. Nursing homes are even visited.

APPENDIX C

THE KESTERSON MODEL

Two-Year Plan

Juniors

*D.E. I	one unit
D.E. I plus D.E. II	two units
D.E. I plus C.D.E. I	three units
D.E. I plus D.E. III plus C.D.E. I	four units

Seniors

D.E. II	one unit
D.E. II plus D.E. III	two units
D.E. II plus C.D.E. I	three units
D.E. II plus D.E. III plus C.D.E. I	four units

One-Year Plan

D.E. I plus D.E. II	two units
D.E. I plus D.E. II plus D.E. III	three units
D.E. I plus C.D.E. I	three units
D.E. I plus D.E. II plus C.D.E. I	four units
D.E. I plus D.E. II plus D.E. III plus C.D.E. I	five units

*D.E. I = Merchandising

D.E. II = Management

D.E. III = Project/Laboratory

C.D.E. I = Cooperative Work Experience

C.D.E. II = Cooperative Work Experience

FOOTNOTES

[1]Richard L. Lynch and Edwin L. Nelson, "Education For Marketing: We've Only Just Begun," American Vocational Journal, April, 1978, p. 30.

[2]Mary V. Marks, "Curriculum Options and the Instructor," in Current Perspectives in Distributive Education, ed. Mary Klaurens, Gail Trapnell (Dubuque, Iowa: Kendall/Hunt, 1974), p. 126.

[3]Ibid., p. 128.

[4]Ibid., p. 131.

[5]Kenneth A. MacLaren, "Implementation of a City-Wide Specialized Vocational Program," in Current Perspectives in Distributive Education, ed. Mary Klaurens, Gail Trapnell (Dubuque, Iowa: Kendall/Hunt, 1974), p. 169.

[6]Ibid., p. 170.

[7]Ibid., pp. 170-73.

[8]Ibid., p. 173.

[9]Ibid., p. 174.

[10]Marks, p. 131.

[11]Ibid.

[12]Richard L. Lynch and Donald P. Kohns, "A Program Planning Model for Specialized Distributive Education Instructional Programs," Distributive Educators' Digest, Spring 1978, p. 93.